Kinetic and Potential Energy

1. **What was your favorite part of the lesson?**

We liked the activity used to collect the data. The students were actively engaged and discussing the results throughout the entire lesson. We were impressed with the variety of graphs the students created using their data.

1. **What worked well for the students**

Forming a hypothesis really gave the students a chance to think through their expected results. Their discussion to defend their hypothesis brought some excellent ideas for the students prove or disprove when conducting their experiments.

1. **Why is this important?**

Students need to know the role that energy plays in their everyday lives. They also need to know that energy in never lost or gained, just transformed. (The law of conservation of energy).

1. **What will you do in the future to improve the chance of this happening again?**

It is important to divide the groups strategically to ensure they are able to gather the data as a team. We noticed that students of all academic levels were able to participate in this activity and contribute their findings as long as each group had a strong leader to keep them on task, otherwise they would have gotten carried away with dropping the balls.

1. **Other comments or suggestions?**

We found that by marking the distance with a clothespin on the meter stick, it made it easier for the students to control the distance dropped. We also thought it would be great to video tape the bounce and watch it in slow motion to record the measurements more accurately.

It was also suggested that you could make a permanent graph on a white board by using auto detail tape to make the lines for the graph.